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MATHEMATICS IN THE SCOTTISH UNIVERSITIES

BY

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INTRODUCTION

The educational system of Scotland is, on all levels, somewhat different from that of England. Indeed, a critical study of the educational systems of the four components of the United Kingdom would probably result in the conclusion that there are significant differences between each pair of systems. While the present author has neither the competence nor the inclination to carry out such a study, he has felt the desire to investigate comparatively at least one important phase of the United Kingdom's educational complex, namely the present condition and future prospects of mathematical instruction and research in the universities. The present report, which, it is hoped, will be followed by similar ones on the remaining areas of Britain,* is based on visits to each of the Scottish universities made during the period October 15 - 23, 1964. While it is not possible to base a definitive study on such a brief tour, several impressions and conclusions emerge that the author considers worthy of reporting and discussing.

GENERAL REMARKS

If the author's experiences were typical, the visitor to Scotland is constantly reminded that it is a <u>country</u>, not just a part of the United Kingdom, and certainly not a mere appendage to England. Statues, monuments, and even remarks by casual acquaintances constantly remind one of past long and bitter struggles between the Scots and English.

When the final union was consummated in 1707, there were four Scottish universities, Saint Andrews (1412), Glasgow (1451), Edinburgh (1582), and Aberdeen (1474), by comparison with Oxford and Cambridge, which remained the only two English universities until well into the nineteenth century.

^{*} An illness of several months' duration spoiled this hope and was responsible for the delay in completing this report. However, it is my hope that a successor may see fit to complete such a study.